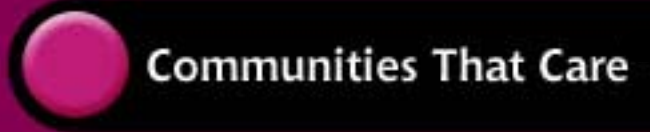


# **Milestone:**

## **Create an Effective Community Board**



## Phase Two: Organizing, Introducing, Involving



**Module 1** Setting the Stage

**Module 2** Overview: The Research Foundation and Process

**Module 3** Milestone: Address Readiness Issues

**Module 4** Milestone: Engage Key Leaders

**Module 5** Milestone: Educate and Involve the Community

**Module 6** Milestone: Create an Effective Community Board

**Module 7** Next Steps



# Module 6 goal



Communities That Care

Prepare to build and maintain an effective Community Board.





# Objectives



1. Develop team-building skills.
2. Create an effective organizational structure.
3. Identify the functions and activities of the Community Board work groups.



# Team building



Communities That Care



# A high-performance Community Board



Communities That Care

- Shared vision
- Strong bonds





# A high-performance Community Board

Communities That Care

Clearly defined roles and responsibilities, including:

- Coordinator/Facilitator
- Chair
- Vice Chair
- Recorder



# Guidelines for effective meetings

- Set time limits.
- Start on time.
- Follow the agenda.
- Follow the ground rules.



# Post ground rules at each meeting.



1. Everyone gets a chance to talk.
2. One person speaks at a time—no interrupting.
3. It's OK to say what you think or feel.
4. No one *has* to talk.
5. Everyone has to listen.
6. No put-downs.
7. Ask for what you need.



# Effective communication



Mutual support, openness and trust are built through:

- emphasizing each member's strengths
- seeing mistakes and conflict as opportunities
- respecting each member's unique background, personality and views
- affirming each member's commitment to community improvement.

# Participatory leadership



Communities That Care

The leader participates in democratic group decision making.





# Guidelines for group decision making




- Avoid always taking a position and arguing for your own viewpoint.
- Do not assume that someone must win and someone must lose.
- Do not change your mind just to avoid conflict.
- Seek out opposing viewpoints.
- Avoid conflict-reducing techniques.

# Decision-making steps



1. Identify the problem.
2. Brainstorm solutions.
3. Evaluate solutions and identify possible consequences.
4. Choose the best solution.
5. Plan to implement the decision.

The goal...  
**Healthy behaviors**  
for all children and youth

 **Communities That Care**

Start with...  
**Healthy beliefs & clear standards**  
...in families, schools, communities and peer groups

Build...  
**Bonding**  
• **Attachment** • **Commitment**  
...to families, schools, communities and peer groups

By providing...  
**Opportunities**

By providing...  
**Skills**

By providing...  
**Recognition**

...in families, schools, communities and peer groups

And by nurturing...  
**Individual characteristics**

**Building  
protection:**

**The Social  
Development  
Strategy**



# Icebreakers



- Help team members get to know each other
- Reveal team members' interests, characteristics and qualities
- Have relevance to training objectives



# Mental sets



- Energize and motivate participants to care about specific learning objectives
- Help participants feel connected to material



# Team skills assessment



- Complete the worksheet.
- On “sticky” notes, list your name and a skill you bring to the team—one skill per note.
- Post your notes on easel sheets, grouped by skill.
- Discuss what skills the team has and what skills may be needed.





# Stages of team development



Communities That Care

- Forming
- Storming
- Norming
- Performing

Based on a model developed by Bruce Tuckman (1965).

# Community organization for the Communities That Care system



Communities That Care

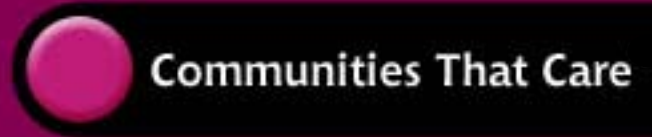


# Community Board roles



- Attend trainings.
- Facilitate the development of a community vision.
- Learn about prevention science and community planning.
- Serve as community ambassadors.
- Conduct the community assessment.
- Prioritize risk and protective factors.
- Conduct the community resources assessment.
- Identify and investigate tested, effective programs, policies and practices.

# Community Board roles



- Design a 3- to 5-year Community Action Plan.
- Develop an evaluation plan.
- Work with Key Leaders to identify and secure resources.
- Facilitate the implementation and evaluation of the Community Action Plan.
- Maintain communication.
- Involve stakeholders.
- Sustain commitment to the community vision.
- Reassess problem behaviors and risk and protective factors.
- Evaluate the Community Action Plan.



# Community member roles



- Learn about risk and protection.
- Contribute to the community vision statement.
- Identify ways to promote healthy beliefs and clear standards.
- Identify ways to promote healthy, strong bonds.
- Provide opportunities for young people.

# Community member roles



- Help young people develop skills.
- Recognize and reward.
- Identify ways to reduce risk factors.
- Develop positive relationships.
- Support laws and policies.
- Communicate the importance of support for youth development.

# Coordinator/ Facilitator roles



- Provide staff support.
- Work with the Trainer to coordinate training and technical assistance.
- Handle Community Board meeting preparation and follow-up.
- Document the *Communities That Care* effort.
- Prepare reports, as needed.

# Community organization for the Communities That Care system



Communities That Care





# Sample Communities That Care structure



Communities That Care

**Key Leader Board**

**Community Board**

**Community Board  
Executive  
Committee**

**Coordinator/Facilitator**

**Work Groups**

**Risk- and Protective-  
Factor Assessment**

**Resources Assessment  
and Evaluation**

**Community Outreach  
and Public Relations**

**Funding**

**Youth Involvement**

**Community Board  
Maintenance**

# Community Board



Communities That Care

- Coordinate work-group activities.
- Participate in decision-making processes as appropriate.
- Communicate regularly with the Executive Committee.



# Community Board Executive Committee



Communities That Care

- Set an agenda.
- Provide oversight and accountability.
- Report regularly to the Key Leader Board.



# Risk- and Protective-Factor Assessment work group



Communities That Care

- Collect risk- and protective-factor data.
- Analyze the data.
- Facilitate the prioritization process.
- Facilitate implementation of the *Communities That Care Youth Survey*.
- Collect archival data.
- Create a list of priority risk and protective factors.
- Reassess risk, protection and youth outcomes.
- Report accomplishments and findings.



# Resources Assessment and Evaluation work group



- Develop an inventory of existing community programs, policies and practices.
- Create a map or list of the locations of resources in the community.
- Assess existing resources.
- Identify gaps.
- Report accomplishments and findings.
- Design and plan an evaluation of the Community Action Plan.

# Community Outreach and Public Relations work group



- Maintain contact with stakeholders.
- Identify opportunities to educate and involve community members.
- Identify opportunities to celebrate success.
- Create opportunities for receiving input, promoting benefits and announcing outcomes.
- Work with the media.
- Develop and maintain a distribution list for the Community Assessment Report.

# Funding work group



Communities That Care

- Identify resources.
- Identify sources of funding.
- Develop a long-term funding plan.
- Identify and communicate with potential funders.
- Write grant proposals.



# Community Board Maintenance work group



- Finalize the Community Board's organizational structure.
- Establish communication and reporting protocols.
- Establish bylaws and operating procedures.
- Coordinate fiscal and legal status.
- Develop a process for recruiting and educating new Community Board members.
- Coordinate team-building and recognition activities.



# Youth Involvement work group

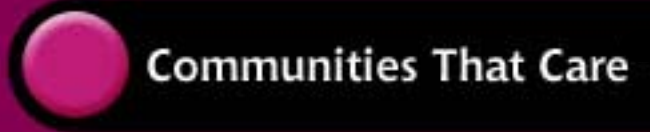


- Identify existing youth groups.
- Recruit youth to serve on the Community Board.
- Involve youth in other work-group activities.
- Coordinate skills development and youth recognition.





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